DOCUMENT RESUME

ED 204 999 FL 011 628

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TITLE Bilingual Programs: Curriculum French-Spanish: Volume 1.
INSTITUTION Cincinnati Public Schools, Ohio.
PUB DATE 75
NOTE 32p.: For related documents, see FL 011 630-632.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Curriculum Guides: Educational Objectives: Educational Philosophy: Elementary Education: Evaluation: *Fles: *Immersion Programs: *Second Language Instruction: Teaching Methods
IDENTIFIERS *Bilingual Programs: Ohio (Cincinnati)

ABSTRACT

This volume of bilingual program curriculum guides enunciates the basic framework of the program, dealing with the rationale, philosophy, and general goals and objectives. Recommendations for implementation, integration, and evaluation are also included. The rationale concentrates on the educational options offered through study of foreign languages in the elementary school and the advantages of beginning foreign language study at an early age. The philosophy expressed is that language is communication, that anyone who has mastered a native language can learn a second language, and that language is an expression of culture. The goals and component objectives section deals with (1) understanding, (2) speaking, (3) reading and writing, (4) appreciation for the target culture, (5) empathy for peoples who speak the target language, (6) contributions of both the target culture and American culture, (7) the value of bilingualism, and (8) development of multi-ethnic and multi-cultural attitudes. The last sections of the guide discuss teaching strategies and techniques for implementing the curriculum, and evaluation as diagnosis and as measurement of pupil performance and of program effectiveness. Finally, the bilingual program is discussed as a total experience, one that permeates all aspects of the school day. (AMH)

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BILINGUAL PROGRAMS: CURRICULUM

FRENCH - SPANISH

VOLUME I

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FOREWORD

This curriculum guide has been prepared to indicate the perimeters and parameters of the bilingual program. The bilingual program curriculum will be developed in two sections. This, the first section, is intended to enunciate the basic framework of the program. The second section will deal specifically with the content and learning activities of given instructional units. Thus, Volume One includes the program rationale, philosophy, general goals and objectives; and recommendations for implementation, integration and evaluation. The second volume will provide the sequence of performance objectives, suggested learning experiences and appropriate evaluation procedures.

The goals delineated in this curriculum guide are not to be considered as generalized goals for any second language program, but rather, are specific to the nature of the Cincinnati French and Spanish Bilingual Alternative Programs. The program goals are long term; they are not goals for any single year but represent the desired outcomes for a grade one through six program. The goals are listed in their desired order of attainment. Objectives are indicated in a hierarchical sequence of acquisition and complexity.

In listing objectives we have attempted to adhere to indicating only those which the bilingual program is specifically geared to attain. This means that skills acquired through other experiences in the elementary school curriculum are not necessarily mentioned here. Thus, in listing composite reading skills we refrained from discussing those skills normally acquired in learning to read the first language, but endeavored to allude to those objectives necessary specifically for successful reading in the second language.

This curriculum guide was prepared by John Eick and Myriam Met.

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RATIONALE

School systems are becoming increasingly aware that they can be more responsive to the public they serve if they offer parents a choice of educational opportunity. By offering options in public education we recognize not only individual differences in learning styles but also differences in desired educational outcomes. One of these options is intensive foreign language study at the elementary school level.

The capacity for verbal communication is unique to man, enabling us to share human experience, and thus recognize the basic oneness of mankind. Study of a second language expands our ability to communicate with other peoples, enriching the sharing of human experience while providing insights into how language molds and reflects diverse ways of living. Through this process awareness of our values and culture is increased, and our ability to experience and enjoy a wider range of cultural activities is enhanced. Learning to value and respect the languages and ways of life of peoples throughout the world increases our appreciation of ethnic diversity here at home.

The need to promote good international relations as well as the growing interdependence of nations requires an ability to communicate effectively. The ability of organizations, such as the United Nations and the Olympics, whose purposes and needs transcend national borders, depends upon open and meaningful communication among participants.

We live in an age of multi-national corporations which engage daily in international commerce, and rely upon a worldwide banking community. Studying a foreign language therefore enlarges the student's inventory of marketable skills, providing him with additional occupational competence.

Foreign language should begin in the elementary school. Foreign language study at an early age reaches learners when their language production habits are

still flexible. Research seems to indicate that language acquisition is most successful before puberty. Young children are far less inhibited than older students and enjoy experimenting aloud with new sounds and new language rhythms. At the high school level there is evidence that students who began foreign language in the elementary school have superior oral language skills to those of students who began their study in the secondary school. Further, common sense dictates that the earlier the language study begins the more time there is to gain mastery of the skills involved. Recent research has reaffirmed increased mastery of verbal and intellectual skills in the native language as a long range effect of foreign language study.

The social, personal, civic and occupational advantages accrued through the study of other languages underlie the rationale for the French and Spanish programs in the elementary school.

PHILOSOPHY

This curriculum guide is premised on a single notion - language is communication. The ideas expressed herein about the nature of language acquisition and teaching strategies that will achieve second language acquisition all emanate therefrom.

Tandem with that notion is the firm belief that second language acquisition is accessible to anyone who has mastered his own language. The only learner who might not accede to second language acquisition would be one who had manifest difficulty in first language mastery.

At first or second grade children can best learn a second language through the processes similar to those of acquiring their first language. Children hear language for a long period before they are able to produce language. During this period the learner acquires an extensive vocabulary and syntax which function for him in a passive mode. In the active mode he is experimenting with the language sounds and rhythms as well as learning to control and direct them. Language acquisition is a matter of time and practice. There must be a prolonged period during which the learner is immersed in hearing and listening activities before he is expected to produce speech. An important facet of this period is the opportunity to experiment with the sounds and rhythms of the language in much the same way that the infant creates, reproduces and exercises sounds in order to learn to control the voice mechanisms and processes used to produce them.

Because children have learned their first language in this fashion, and because they are still so young, we believe they can learn a second language in much the same way. Our awareness of the nature of language acquisition enables the processes to be repeated much more efficiently and effectively in the classroom Just as the infant functions in an environment in which language if often geared specifically for his comprehension, where language inputs are simplified in their

semantic and syntactic elements, as well as in the speed of utterances, in the language classroom we can selectively inundate the learner in the target language by repeating those patterns and vocabulary items which we have selected and sequenced.

There are four basic skills involved in learning a second language. These are understanding, speaking, reading and writing. In first language learning, these skills are acquired in a specific order. For young children that order remains constant in second language acquisition. Mastery of a language as an oral communication system involves the understanding and speaking skills. Translation of the oral skills to a written system follows these skills much later. In producing bilingualism in young children the same pattern persists. The learner must first achieve oral command of the language, i.e. comprehension and speaking, before he learns to manipulate the written system.

An accurate model for mimicry is essential. Since the young learner has little difficulty in reproducing the sounds he hears, it follows that the more accurate the model the better the learner's speech will be. Further, the learner should not be expected to reproduce syntactic structures that are so complex that he would not generate parallel structures in his native language. In encouraging the learner to produce speech for communication, we are concerned primarily with message content and only secondarily with message form. We must assume that just as in first language acquisition frequent exposure to speech models which provide repetition of accurate syntax will eventually enable the learner to encode message content in proper form.

Language learning is an active process, therefore, children should actively participate in the teaching learning process. A variety of activities during a single instructional period will maintain student interest as well as allow for diverse learning styles. For the same reason a variety of instructional materials and strategies should be employed. As much as possible the "direct method" should be used. That is to say that children should learn to understand and produce

language by listening and speaking. The target language should be used for communication as much as possible. In this regard, directed question and answer periods form an important ingredient of instruction. The only rote learning which might be acceptable would be in learning songs, poems, set phrases, etc. Since learning is enhanced through multisensorial experiences, every effort should be made to associate language with the other senses. Sight symbols should be related to their verbal referents. Language should be associated with body movement, touch and even taste. Thus we reinforce the notion that language is a symbolic representation of the totality of human experience.

Language is not labeling the environment. Language facilitates and shapes our perception of the structure that underlies the seeming chaos of human experience. Therefore, teaching children to simply label objects does not give them the skills to use language. Vocabulary is the flesh that covers the skeleton. Grammar is the skeleton that gives form and structure to vocabulary. Therefore, we do not perceive sequential versus situational instruction as an either/or proposition but rather recognize the need for both. Children must learn to generate utterances by exposure to syntactic structures in a sequenced and systematic pattern. Simultaneously they must have sufficient vocabulary in order to communicate. The vocabulary introduced must be related to their personal experiences and interests. Ultimately, children should enjoy learning and take pleasure in their increasing ability to communicate in a new way.

The use of the learner's native language should be restricted, if not eliminated in the second language classroom. Since language is a representation of culture, learning to speak a second language is learning to speak a second culture. The use of English in the language classroom detracts from the learner's ability to perceive how different languages mold and reflect different ways of thinking and living. Every effort should be made to avoid the impression that any two languages are

separate but identical modes of communication. Even when two words are directly translatable they rarely refer to the same constellation of associations that the word symbolizes. Almost every language has a word for house yet the nature of "house" changes from culture to culture. Differences in syntax often reflect the unique ways that languages have of organizing reality: the partitive in French and other languages is an excellent example. Many bilingual materials available in both English and the second language unfortunately imply the translateability of English into the target language. Learners have the tendency to assume that there is a one to one correspondence between the verbal symbols and structures of the two languages.

The rationale which underlies study of a second language extends to the development of insights into and appreciations of the target culture.

Language is an expression of culture. Language is the thread which members of a speech community use to weave the fabric of their life. For the student, mastery of a new system of communication cannot be achieved by language study alone. The student needs to understand and be able to respond to the ways in which the language represents a mental model of reality, the language patterns appropriate to given social situations, and the paralinguistic phenomena associated with the language and the culture.

While the development of positive attitudes toward the target culture, its people and their way of life cannot be achieved without an understanding of their geography, history and institutions, this should not be accomplished through the mere accumulation of encyclopedic information. Just as language learning is an active process so too is the process of acculturation. Study of a culture is best achieved by offering students opportunities to become involved in real or simulated activities associated with the target culture.

The philosophy which is enunciated here is the guide by which we will determine both educational goals and appropriate learning experiences for their achievement.

GENERAL GOALS AND THEIR COMPONENT OBJECTIVES

GENERAL GOALS OF THE BILINGUAL CURRICULUM

1. To understand the target language when spoken by a native speaker.
2. To speak the target language with near - native fluency and accuracy.
3. To read target language publications appropriate to the age level of the pupil.
4. To write in the target language anything the pupil can write in English.
5. To develop an understanding of and appreciation for the target culture.
6. To develop an empathy for peoples who speak the target language and their way of life.
7. To recognize the contributions of the target culture to American customs and language.
8. To recognize the contributions Americans of the target culture are making to our country today.
9. To recognize the value of bilingualism.
10. To develop positive multi-ethnic and multi-cultural attitudes.

GOAL I

In order to understand the target language when spoken by a native speaker, the learner must:

1. hear
2. have good listening habits
3. distinguish between sounds in the target language
4. distinguish between sounds in the target language and the native language
5. distinguish phonemic differences in the target language
6. attach meaning to sounds
7. attach meaning to groups of sounds
8. recognize intonational contours
9. recognize word boundaries
10. decode messages which have familiar vocabulary and syntax arranged in acquired patterns
11. decode messages which have familiar vocabulary and syntax arranged in new patterns
12. follow the thread of conversation without necessarily understanding every word
    a. guess word meanings from context
    b. tolerate his inability to comprehend every word
13. comprehend messages without paying conscious attention to the message form
14. be able to adjust to dialectal variation
15. retain connected phrases in memory
16. use eyes and ears as memory aids

GOAL II

In order to speak the target language with near-native fluency and accuracy, the learner must:

1. master the phonological code of the target language
    a. hear
    b. have good listening habits
    c. distinguish between sounds in the target language
    d. distinguish between sounds in the target language and the native language
    e. distinguish phonemic differences in the target language
    f. recognize intonational contours
    g. recognize word boundaries
    h. acquire a new set of pronunciation habits
        1) articulate accurately
        2) reproduce accurately sounds of the target language
        3) distinguish orally between phonemes in the target language so as to keep them distinct from one another
        4) produce allophonic variation when appropriate
        5) recognize when he is accurately producing sounds in the target language
        6) recognize that the new habits of speech production are similar and dissimilar to his old ones
    i. use suprasegmental speech features
        1) use word stress patterns appropriate to the target language
        2) use sentence stress patterns appropriate to the target language

3) use pitch levels appropriate to the target language

4) link sounds, words and phrases in an accurate manner

5) use syllable-timed rhythm

6) avoid use of stress-timed rhythm

7) mark phrase boundaries

8) avoid marking word boundaries

9) use appropriate intonational contours

GOAL III

In order to read publications in the target language appropriate to the age level of the pupil, the learner must:

1. master the psycho-motor, cognitive, and affective reading readiness skills necessary for successful reading in his native language
2. master the cognitive, affective and psycho-motor reading skills necessary for successful reading in his native language (with the possible exception of English sound-symbol phonic correspondence)
3. master aural comprehension skills in the target language
4. master the rudiments of the phonological code of the target language
5. acquire a vocabulary in the target language
6. master the morphological and syntatic codes of the target language
7. relate the sounds of the target language to their graphic symbols
    a. recognize symbols in the target language which do not occur in English
    b. avoid the use of English sound-symbol correspondence
    c. know that a single phoneme may be represented by two or more graphemes
    d. know that a single grapheme may stand for two phonemes
    e. know that two contiguous graphemes may stand for a single phoneme
    f. recognize morphophonemic alternations
    g. recognize the relationship between graphemes and sounds
    h. recognize the relationship between sequences of graphemes and sounds
    i. recognize the relationship between diacritical marks and the spoken language

8. decode written strings of language
    a. respond to differences in meaning as indicated by differing morphological structures
    b. respond to differences in meaning as indicated by differing syntactic structures
    c. comprehend the message without concentrating on the code
    d. deduce the meaning of a homograph from context
    e. deduce the meaning of unknown word(s) from context
9. read without translating into the native language
10. read without constant recourse to a bilingual dictionary
11. know how to use a target language dictionary

GOAL IV

In order to write in the target language anything the pupil can write in the native language, the learner must:

1. understand the target language
2. speak the target language
3. read the target language
4. master the orthographic symbol system
5. relate the sounds of the target language to their graphic symbols
    a. avoid the use of English sound-system correspondence
    b. know that a single phoneme may be represented by two or more graphemes
    c. know that a single grapheme may stand for two phonemes
    d. know that two contiguous graphemes may stand for a single phoneme
    e. produce morphophonemic alternations when necessary
    f. differentiate between homonyms
    g. know and apply syllabication rules of the target language
    h. use punctuation correctly
    i. use diacritical marks
6. be able to copy texts verbatim
7. be able to transcribe texts from dictation
8. be able to transcribe texts from memory
9. be able to express himself in written form to a limited degree
    a. manipulate to a limited extent his passive knowledge of the morphological and synactic code
    b. be able to write directed compositions
    c. be able to rewrite a narrative text
    d. be able to transcribe short oral passages into written form

10. be able to express himself freely in written form
    a. use words in a meaningful context
    b. concentrate on the message rather than on the code
    c. produce in written form a variety of surface structures to communicate identical messages
    d. vary surface structures to differentiate nuances of meaning
11. use a target language dictionary as a writing tool

GOAL V

In order to develop an understanding of and an appreciation for the target culture, the learner must:

1. study the history of selected areas where the target language is spoken
2. understand the relationship between history and the target culture
3. be acquainted with the geography of the areas where the target language is spoken
4. be aware of the demographic patterns in selected areas where the target language is spoken
5. be familiar with the heritage of the target culture
6. be aware of the economic system of the nations where the target language is spoken
7. be aware of the political system of the nations where the target language is spoken

GOAL VI

In order to develop an empathy for peoples who speak the target language and their way of life, the learner must:

1. appreciate the communication system of the target culture
    a. understand, speak, read and write the target language
    b. understand and respond to gestures and body language appropriate to the culture
    c. use gestures and body language appropriate to the culture
    d. be aware of the mutual influences of the target language and the target culture
2. recognize similarities between his native culture and the target culture
3. recognize dissimilarities between his native culture and the target culture
    a. be aware of social processes and institutions in selected areas where the target language is spoken
    b. be aware of the attitudes, values and beliefs of the target culture peoples
    c. be aware of the differing conceptions of the external world
4. identify patterns of behavior acceptable in the target culture
    a. recognize similarities between his culture and the target culture
    b. recognize differences between his culture and the target culture
    c. refrain from interpreting patterns of behavior in the target culture in terms of the value system of his own culture
5. be aware of the ongoing interaction between the culture and its members
6. value and respect speakers of the target language, their language and their way of life

GOAL VII

In order to recognize the contributions of the target culture to American customs and language, the learner must:

1. be aware of the role that people and nations of the target culture have played in American history
2. be aware of the influence that the target culture has had on our legal system
3. recognize the interaction between intellectual and esthetic thought between the target culture and our own
4. be aware of how the target culture has influenced the American way of life
5. be aware of how the target language has influenced the English language

GOAL VIII

In order to recognize the contributions Americans of the target culture are making to our country today, the learner must:

1. be aware that there are bicultural Americans who hold the cultural attitudes, values and beliefs of the target culture as well as those of the American culture
2. be aware that bicultural Americans enhance and enrich our ever-evolving culture
3. be aware that bicultural Americans are making significant contributions in various fields of endeavor which touch upon our everyday life

GOAL IX

In order to recognize the value of bilingualism, the learner must:

1. appreciate the inherent value of all languages
2. be aware of the personal benefits accrued him from his study of another language
3. recognize the contributions of a bilingual population in social and political relations domestically
4. recognize the contributions of a bilingual population in social and political relations internationally

GOAL X

In order to develop positive multi-ethnic and multi-cultural attitudes, the learner must:

1. recognize that cultures may differ in their attitude, value and belief systems
2. recognize and respect the rights of individuals and societies to hold opinions, attitudes, values and beliefs different from his own
3. refrain from disparaging cultural differences
4. understand how the value system is reflected in patterns of behavior
5. refrain from interpreting patterns of behavior of other cultures in terms of the value system of his own culture
6. value and respect speakers of other languages, their language and their way of life

IMPLEMENTATION OF THE CURRICULUM

There are a variety of teaching strategies and techniques which may be used to implement the curricular goals and objectives described in this curriculum guide. Flexibility is basic to successful teaching. The tailor can specify the basic design of a suit, but the length of the sleeves and of the pants is determined only after he has measured his customer. So too, we can develop curriculum and develop guidelines for its implementation but we must reserve finalization of specific learning activities until we know our learner's needs, interests, and prior experiences. Planning and development thus must become part of a cycle which also includes implementation and evaluation. Flexibility further implies a willingness to vary activity to increase student motivation and to allow for individual learning styles.

The role of the teacher in the foreign language classroom is that of language model, evaluator, organizer and facilitator. The language of the teacher models for the student the sounds and structures which the child must imitate to gain control of the target language. The teacher evaluates the student's continuing progress in language mastery and uses those evaluations as the basis of continued planning. Most importantly the teacher facilitates the student's learning by providing him with the resources and activities designed to promote attainment of the learning objectives.

Learning takes place in environments which are conducive to social and intellectual growth. Such environments are characterized by respect for each individual, his potential, his values and his needs. Foreign language study is particularly suited to a humanistic approach to education since it embodies the values of interpersonal communication and intercultural respect. Such values are best transmitted through learning arrangements which are living examples of the ideal.

Instruction in the foreign language classroom at the elementary school level may be arranged in small or large group meetings. There should be opportunity for group interaction as well as for individual effort. Pupil interaction is essential both for increasing communication skills as well as for developing in children skills associated with positive social behavior.

The foreign language teacher is a resourceful teacher. Supplementary aids geared to the age level and experiences of the pupil provide alternate means of achieving specific learning objectives. Opportunity must be made for children to manipulate and interact with a variety of resource materials. Such resource materials might include posters which depict various situations (e.g. the seasons, the classroom, the home, etc.) which serve to promote the learner's use of the language. Familiar tales, with illustrations that are easy for him to see, may be read to the student in the target language to capture his imagination and to allow him to gain skills in listening comprehension within a familiar framework. Culturally appropriate resources and other realia enhance the notion that the target language and culture are dynamic experiences.

We highly support the use of audiovisual resources. Not only do such resources aid in developing vocabulary and provide examples of the spoken language in addition to that of the teacher, they also increase student interest and motivation. The use of audiovisual materials is also in keeping with our philosophy that language learning must be a multisensorial process.

Within any given teaching strategy there exists a complement of activities which will enhance the student's learning. In order to master comprehension skills students need to be provided with guided listening opportunities. The teacher must carefully select and sequence the language inputs the learner receives. The learner must be allowed to demonstrate his comprehension without recourse to translation. Such demonstrations can be in the form of nodding in agreement, simple responses in the language, and following instructions.

Language skills are acquired through oral practice, directed conversation, and participation in free conversation. Games, songs and drama are lively alternatives available in the language classroom.

The student learning to read needs the opportunity to read silently while his model reads aloud. Reading aloud, choral reading, and silent reading are other enabling activities. Dictation, short written sentences, and directed composition help the student acquire skills necessary to freely express himself in written form.

The teaching strategies and techniques discussed ir prece paragraphs are neither mandates to be rigidly followed nor intended to exclude those not mentioned. The teacher must be guided by the principles stated throughout this curriculum guide in determining the choice of learning approaches and activities. Those principles can be summarized here as follows:

1. language is communication
2. the order of skills to be acquired is understanding, speaking, reading, writing
3. sensitivity to pupil needs is the basis of successful teaching
4. the humanistic values of foreign language/culture study cannot be achieved unless those values are modeled in the classroom.

EVALUATION

Evaluation has three functions: diagnosis, measurement of pupil performance and of program effectiveness. Evaluation diagnoses the learner's needs, providing information about the entry level skills of the learner at the beginning of the instructional process. Such evaluation supplies data used in the design of the methods and content of the instructional program. Evaluation takes place after instruction to assess how effective the instructional process has been, and is the basis for further planning and revision. Finally, evaluation assesses the overall educational program and provides information for curriculum development and implementation. Evaluation should take place within the cyclical processes of diagnosis, planning, implementation and evaluation.

Evaluation of the student's achievement in the bilingual program takes place within the framework of the goals and objectives stated in the curriculum, and is defined by them. Many of the goals can only be achieved successively and over a period of time. The evaluation process is further constrained by the nature of the goals: some objectives may be measured in a yes/no fashion (e.g. ability to distinguish phonemes); other objectives represent a complex constellation of skills (e.g. decode messages). Ultimately, the nature of the objectives determines the processes by which achievement is assessed. It is essential that the techniques of evaluation be consistent with the goals. Every effort should be made to avoid evaluating the objectives of this curriculum in terms of the English language.

Evaluation criteria must be congruent with the nature of the stated objectives. This means that command of the spoken language is primarily tested by oral means. While paper and pencil tests have their place in the evaluation of foreign language objectives, many other techniques are available. Observation by the teacher or other trained personnel provides information about the student's mastery of language skills. Response to the spoken language may be verbal or non-verbal and allows

assessment of both the appropriateness and the quality of the learner's response. Role play enables the student to demonstrate not only his command of the aural/oral aspects of the language, but also allows him to demonstrate his ability to use facial and body gestures appropriately while demonstrating his knowledge of patterns of behavior appropriate to the target culture.

We do not construe the purpose of evaluation as the categorization of student ability for the purpose of assigning grades or for comparing students to one another. We believe no student should be compared to anyone other than himself. As the students progress in the program through the years there should be a place for both peer evaluation and self evaluation. In the bilingual program, evaluation is a teaching tool whose sole purpose is to provide a data base for planning and revision.

INTEGRATION OF THE LANGUAGE PROGRAM AND THE ELEMENTARY CURRICULUM

The bilingual program is conceived as being a total experience. Instruction in the second language ought not be viewed as an isolated fragment of the school day. In order for the program to be deserving of its nomenclature as a bilingual/bicultural educational experience, the target language and culture should permeate all aspects of the school day.

In the early grades integration of the language program with the elementary curriculum can be achieved in numerous ways. The basic instruction teacher may use the target language in giving the children instructions or in making requests. Children thus learn to respond to the language in situations outside the specific language instruction setting. When basic arithmetic concepts and operations are being mastered in English, drill may also be conducted in the second language. Oral practice of simple addition and subtraction may be done, increasing the children's ability to work with numerals in their new language. Music is a required activity in the primary grades. A portion of that time can be spent in musical activities in the target language. Physical education is also mandated. The target culture can be integrated here by teaching the children games and dances of children of the target culture. In the social studies, children study families and communities around the world. Children in the bilingual program will study families and communities appropriate to the language.

As the children progress through the elementary grades and concommitantly expand their ability to conceptualize and verbalize in the target language we plan to begin content instruction in the target language. Science and mathematics will most likely be the first areas of the curriculum to be taught in such a manner. The commonality of terminology to both English and the second language as well as the concreteness of the subject matter will facilitate learning in this area. Later, history and culture will be taught bilingually since these areas are based upon the contrast in ways of living.

Skills in the use of each language will continue to be taught through a language arts program for each language. Since Social Studies is high in verbal and abstract content this will be the last subject to be taught either bilingually or in the target language alone. At the completion of the sixth year curriculum the students should be able to pursue a regular sixth grade curriculum with the school day divided into native and second language time blocks.

It is envisioned that during the fifth grade selected students from the bilingual program will participate in the International School-to-School Exchange. This program affords youngsters the opportunity to visit briefly a school and community in another country during the school year. This not only benefits the individual students but also enriches education of all students. The bilingual program will also host visiting children from the partner country.